

## Textbook Alignment to the Utah Core – Kindergarten Mathematics

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes ☒ No ☐*

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A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name/grade of the core document used to align): Kindergarten Mathematics Core Curriculum

Title: Math Connects ©2009 Grade K ISBN#: Vol 1: 978-0-02-105723-8

ISBN#: Vol 2: 978-0-02-105724-5

Publisher: Macmillan/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_ %

**STANDARD I: Students will understand simple number concepts and relationships.**

Percentage of coverage in the *student and teacher edition* for  
Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in  
the *ancillary material* for Standard I: \_\_\_\_\_ %

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i>	<i>Not covered in TE, SE or</i>
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		(titles, pg #'s, etc.)	ancillaries ✓
<b>Objective 1.1: Identify and use whole numbers up to 30.</b>			
<b>a.</b>	Represent whole numbers using concrete, pictorial, and symbolic representations.	SE/TE: 11-12, 43-44, 45-46, 47-48, 49-50, 55-56, 57-58, 59-60, 61-62, 101-102, 103-104, 105-106, 109-110, 111-112, 113-114, 115-116, 117-118, 121-122, 131-132, 135-136, 153-154, 155-156, 157-158, 161-162, 163-164, 165-166, 167-168, 169-170, 205-206, 207-208, 209-210, 213-214, 215-216, 217-218	
<b>b.</b>	Order a set of up to ten objects and use ordinal numbers from first to tenth to identify the position of the object in the chosen order.	SE/TE: 99, 119-120, P18	
<b>c.</b>	Use one-to-one correspondence when counting a set of objects and develop a strategy for keeping track of counted and uncounted objects.	SE/TE: 11-12, 47-48, 53-54, 115-116, 117-118, 131-132	
<b>Objective 1.2: Identify and use simple relationships among whole numbers up to 30.</b>			
<b>a.</b>	Estimate quantities in a set of objects using multiples of 10 as benchmark numbers.	SE/TE: 217-218, 203-204, 224	
<b>b.</b>	Compose and decompose quantities to establish a relationship between the parts and the whole.	SE/TE: 158, 293-296, 297-298, 299-300, 301-302, 303-304, 305-306, 325-328, 331-332, 333-334, 335-336, 337-338	
<b>c.</b>	Recognize 5 or 10 as a part of the part-whole relationship of numbers.	SE/TE: 153-154, 155-156, 157-158, 161-162, 163-164, 205-206, 207-208, 213-214	

<b>d.</b>	Compare sets of objects and determine whether they have the same, fewer, or more objects.	SE/TE: 27-28, 29-30, 31-32, 33-34, 57-58, 115-116, 133-134, 138, 139-140, 165-166, 213-214		
<b>Objective 1.3: Model, describe, and illustrate meanings of addition and subtraction for whole numbers less than ten.</b>				
<b>a.</b>	Demonstrate the joining and separating of sets of objects to solve problems.	SE/TE: 283-286, 287-288, 289, 290, 291-292, 293-296, 297-298, 299-300, 301-302, 303-304, 305-306, 317-320, 321-322, 325-328, 329, 331-332, 333-334, 335-336, 337-338, 345-346, LA3-LA6		
<b>b.</b>	Describe the joining or separating of sets with informal language when using models.	SE/TE: 285-286, 288, 290, 292, 294-296, 298, 300, 302, 304, 319-320, 322, 330, 332, 334, 336, 338, 348, 345-346		
<b>c.</b>	Record pictorially the results from joining or separating of sets.	SE/TE: 294, 298, 300, P4, P12		
<b>STANDARD II: Students will sort and classify objects as well as recognize and create simple patterns.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1: Identify, sort, and classify objects according to common attributes.</b>				
<b>a.</b>	Sort objects into groups by attribute and identify which attribute was used.	SE/TE: 17-18, 19-20, 21-22, 23-24, 32-33, 255-256, 257-258, 260, 264		
<b>b.</b>	Describe multiple ways to sort and classify a group of objects.	SE/TE: 20, 21-22, 23-24, 260		

<b>Objective 2.2: Identify, duplicate, describe, and extend simple repeating and growing patterns.</b>				
<b>a.</b>	Identify and describe simple repeating patterns with numbers and shapes.	SE/TE: 5, 77-78, 81-82, 83-84, 85-86, 87-88, 89-90, 135		
<b>b.</b>	Duplicate and extend simple repeating patterns with numbers and shapes.	SE/TE: 77-78, 81-82, 83-84, 85-86, 87-88, 89-90, 136		
<b>c.</b>	Describe simple growing patterns with shapes.	SE/TE: 59-60, 161-162		
<b>d.</b>	Identify simple patterns in the environment.	SE/TE: 67, 78, 91-92		
<b>STANDARD III: Students will understand basic geometry and measurement concepts as well as collect and organize data.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1: Identify and create simple geometric shapes and describe simple spatial relationships.</b>				
<b>a.</b>	Identify, name, describe, and draw circles, triangles, rectangles, and squares in various sizes and orientations.	SE/TE: 259-260, 261-262, 263-264, 265, 266, 267-268, 271-272, 273-274		
<b>b.</b>	Combine shapes to create two-dimensional objects (e.g., using a triangle and square to create a picture of a house).	SE/TE: 267-268, 271-272, 274		
<b>c.</b>	Use words to describe position and distance.	SE/TE: 71-72, 73-74, 75-76, 179-180, 181-182, 185-186, 271-272		
<b>d.</b>	Investigate two- and three-dimensional shapes including	SE/TE: 251, 255-256, 259-260, 259-260, 261-		

	hexagons, trapezoids, spheres, cubes, and cones.	262, 263-264, 265		
<b>Objective 3.2:</b> Identify and use measurable attributes of objects and units of measurement.				
<b>a.</b>	Identify clocks and calendars as tools that measure time.	SE/TE: 229-230, 231-232, 233-234, 235-236, 237, 238, 239-240, 241-242, 243		
<b>b.</b>	Identify a day, week, and month on a calendar and name the days of the week in order.	SE/TE: 229-230, 231-232, 233-234, 235-236, 237, 238, 239-240, 241-242, 245-246		
<b>c.</b>	Identify pennies, nickels, dimes, and quarters as units of money.	SE/TE: 60, 151, 220, CS1, CS2		
<b>d.</b>	Compare two objects by measurable attributes (i.e., length, weight) and order several objects by measurable attributes (i.e., length, weight).	SE/TE: 176, 177, 179-180, 181-182, 183-184, 185-186, 189-190, 191-192, 193-194, 195-196		
<b>Objective 3.3: Collect and organize simple data.</b>				
<b>a.</b>	Pose questions and gather data about self and surroundings.	SE/TE: 133-134, 140, 141-142, 143-144		
<b>b.</b>	Organize data obtained from sorting and classifying objects.	SE/TE: 133-134, 137, 140, 141-142, P4, P16		